

Council of Michigan Foundations' *Learning To Give*

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Then Grade Level**

**Learning To Give Units
On Tolerance, Giving, and Action
for the Common Good**

For Grades K-2, 3-5, 6-8 & 9-12



**Learning to Give
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UNIT OVERVIEW

Course Name: Social Studies
Unit Title: Selflessness
Grade Level: K – 2nd Grades

Overview:

The lessons in the *Selflessness* unit center on *The Legend of the Bluebonnet* by Tomie de Paola. Students explore the concepts of selflessness and selfishness.

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

Lesson One:	SOC.III.3.EE.1	SOC.VII.1.EE.2
Lesson Two:	SOC.III.4.EE.3	
Lesson Three:	SOC.III.4.EE.3	

Philanthropy Theme(s):

- Philanthropy and the Individual
- Philanthropy and Civil Society

Unit Purpose:

This unit will teach the basic philanthropic concept of selflessness. The students will be encouraged to consider the effects of their actions on others. The ultimate goal will be for students to understand that as responsible citizens they can resolve social problems by constructively participating in their communities. Private or individual action for public good is a Core Democratic Value.

Unit Objectives:

Students will:

- illustrate and describe the concepts *selfless* and *selfish*.
- describe how some of the things that are important to them are also relevant to the welfare of the community.
- identify helping activities in the classroom and the community in general.

Experiential Component:

The students will choose an activity that is a benefit to a group or the community. To participate in this selfless act the students will have to give up their personal time (recess).

Time:

Three to four sixty-minute class periods.

Lesson Titles:

1. Selfless—Selfish
2. Life Shields
3. What's in a Name?

Unit Assessment:

Unit activities will be assessed with rubrics for writings and drawings.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
Lesson One		
SOC. III. Civic Perspective	3. Democracy In Action	EE. 1. Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.
SOC. VII. Citizen Involvement	1. Responsible Personal Conduct	EE. 2. Participate in projects designed to help others in their local community
Lesson Two		
SOC. III. Civic Perspective	4. American Government & Politics	EE. 3. Describe ways that individuals influence each other.
Lesson Three		
SOC. III. Civic Perspective	4. American Government & Politics	EE. 3. Describe ways that individuals influence each other.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
Lesson One		
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 9. Give examples how people give time, talent or treasure in different cultures.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 5. Give examples of actions students can take to improve the common good and list or describe responsibilities that go with those actions.
Lesson Two		
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.
Lesson Three		
PHIL II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 4. Describe the characteristics of someone who helps the class with their work.

Lesson Developed and Piloted by:
Lynn Chamberlain
Munising Public Schools
Central Elementary School
Munising, Michigan

Course Name: Social Studies
Unit Title: Selflessness
Lesson Title: Lesson One: Selfless—Selfish
Grade Level: K – 2nd Grades
Duration: One Sixty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.III.3.EE.1 SOC.VII.1.EE.2

Philanthropy Theme(s):

Philanthropy and the Individual

Purpose:

- To show students that responsible citizens can resolve social problems by constructively participating in their community.
- To encourage children to consider the effects of their actions on others and realize that even very young people are capable of the kind of selfless actions that create positive change.

Curriculum Connections:

- Social Studies: Native American Study
- English: Suffixes and antonyms
- Art: Drawing
- Science: Studying droughts and flower parts
- Language Arts: Creative writing

Objectives:

Students will:

- illustrate and describe the concepts of selflessness and selfishness.
- describe the selfless act the protagonist in the story performed.
- give examples of acts of selflessness that improve the quality of life.

Experiential Component:

The students will choose an activity that is a benefit to a group or the community. They could plant flower seeds and later plant the flowers to beautify an area. They could make cards or decorations for a nursing home. They could write notes of appreciation and thanks to community service people like firemen and policemen. The students must come up with the idea. The only stipulation is that in order for the students to participate in the activity they will have to give up their free time (recess or after school) to do so.

Materials:

- *The Legend of the Bluebonnet* by Tomie de Paola (see **Bibliographic References**).
- Construction paper
- Pencils, crayons or markers

Synopsis:

In *The Legend of the Bluebonnet*, by Tomie de Paola, the Great Spirit claims that the selfishness of the Comanche people has brought drought and famine to the Earth. For the famine to end, the People must sacrifice the most valued possession among them. She-Who-Is-Alone gives up her most valuable possession to save her people.

Instructional Procedure(s):

Anticipatory Set:

The teacher will:

- Write the words **selfless** and **selfish** on the board.
- Ask the students what “**selfish**” means.
(Selfish: caring only of oneself).
- What is the **root word**? What is the **suffix**?
- What does the **suffix “ish”** mean? (*ish: having the qualities of*).
- Allow children time to share personal experiences with selfish behavior.
Remind them not to name names.
- Ask students what “**selfless**” means.
(Selfless: not selfish, the opposite of selfish).
- What is the **root word**? What is the **suffix**?
- What does the **suffix “less”** mean? (*less: without*).
- Introduce *The Legend of the Bluebonnet*. Tell the class that the story is about a girl who does something that is very selfless.
- Set listening purpose. Have children listen to find out how the girl in the story is selfless and to find out what is selfish in the story.
- Read the story to the students. During the story, stop and check for understanding of the words **drought** and **famine**.
- Ask questions:
Who was selfish in the story?
In what ways could people be selfish to the earth?
What did She-Who-Is-Alone do that was selfless? Why?
Do you think that it was difficult for her to give up her doll?
- Conclude that even children perform selfless acts that bring about big change.

Instructional Procedure(s) [Continued]:

- Introduce Activity:
 - Students will fold a piece of construction paper in half.
 - Label one side of the paper *Selfless* and label the other side *Selfish*.
 - Under the label, the students will draw a picture to illustrate their understanding of these concepts.
 - The students will write descriptive sentences under each picture.

Assessment:

- Teacher observation of student participation.
- Grade project according to rubric chart below.

4	<i>Two</i> pictures that illustrate and demonstrate the terms and <i>at least one</i> sentence that describes the action.
3	<i>Two</i> pictures and <i>one</i> sentence; or <i>two</i> sentences and <i>one</i> picture
2	<i>Two</i> pictures and <i>no</i> sentences; or <i>two</i> sentences and <i>no</i> picture.
1	<i>One</i> picture or <i>one</i> sentence.
0	Pictures and/or sentences were not connected with the terms. Student cannot complete the task independently or shows little understanding of the concepts or skills

Bibliographical References:

De Paola, Tomie. *The Legend of the Bluebonnet*. New York: Scholastic, Inc., 1983.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. III. Civic Perspective	3. Democracy In Action	EE. 1. Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.
SOC. VII. Citizen Involvement	1. Responsible Personal Conduct	EE. 2. Participate in projects designed to help others in their local community

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 9. Give examples how people give time, talent or treasure in different cultures.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 5. Give examples of actions students can take to improve the common good and list or describe responsibilities that go with those actions.

Lesson Developed and Piloted by:

Lynn Chamberlain
Munising Public Schools
Central Elementary School
Munising, Michigan

Course Name: Social Studies
Unit Title: Selflessness
Lesson Title: Lesson Two: Life Shields
Grade Level: K – 2nd Grades
Duration: One Sixty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.III.4.EE.3

Philanthropy Theme(s):

Philanthropy and the Individual

Purpose:

Students will determine the things that are important in their lives.

Objectives:

Students will:

- illustrate the four things in their lives that they value most.
- be able to differentiate between the things that they value that are just personal and those that are good for the community.

Materials:

- Paper plates
- String
- Markers
- Feathers

Instructional Procedure(s):

Anticipatory Set:

- *Have the students observe the shields in the drawings in **The Legend of the Bluebonnet** by Tomie de Paola.*
- *Ask the students to note that the shields are divided into four parts.*
- *Tell the students that they will be creating a shield similar to the ones depicted in the book.*
- *Tell the students to start thinking about those things in life that they value most. Remind students that in the story, She-Who-Is-Alone gave up her doll, her most valued possession.*

Instructional Procedure(s) [Continued]:

- Ask the students to divide a paper plate into four equal parts.
- Tell the students to color each of the four sections a different color.
- Tell the students to draw a picture of the four things they value most in the four sections on the plate.
- Ask the students to think about the things that they have chosen to put on their life shield. What things are good for only them? What things benefit the community, too?
- Have the students staple string to the back of the shield to use as a hanger. Then staple feathers so they hang down off the sides where the string attaches.

Assessment:

- Teacher observation of student participation.
- The teacher will ask each student to determine those things on their life shield that are also a value to the community.
- Grade according to rubric chart below.

4	Four pictures that clearly depict the concept.
3	Three pictures that clearly depict the concept.
2	Two pictures that clearly depict the concept.
1	One picture that depicts the concept.
0	No pictures. Child did not complete task independently. Child shows little understanding of the concept.

Bibliographical References:

De Paola, Tomie. *The Legend of the Bluebonnet*. New York: Scholastic, 1983.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. III. Civic Perspective	4. American Government & Politics	EE. 3. Describe ways that individuals influence each other.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.

Lesson Developed and Piloted by:

Lynn Chamberlain
Munising Public Schools
Central Elementary School
Munising, Michigan

Course Name: Social Studies
Unit Title: Selflessness
Lesson Title: Lesson Three: What's in a Name?
Grade Level: K – 2nd Grades
Duration: One Sixty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.III.4.EE.3

Philanthropy Theme(s):

Philanthropy and Civil Society

Purpose:

The students will reflect upon themselves as community members.

Objectives:

Students will:

- associate a *descriptive* name for themselves with the services they perform.
- list several reasons why they chose a particular descriptive name.
- identify several helping activities students perform in the classroom and/or the community in general.

Materials:

- *The Legend of the Bluebonnet* by Tomie de Paola (see **Bibliographic References**).
- Pencils and paper

Synopsis:

In *The Legend of the Bluebonnet*, by Tomie de Paola, the Great Spirits claim that the selfishness of the Comanche people has brought drought and famine to the Earth. For the famine to end, the People must sacrifice the most valued possession among them. She-Who-Is-Alone gives up her most valuable possession to save her people.

Instructional Procedure(s):

Anticipatory Set:

- Have students recall the girl's name in *The Legend of the Bluebonnet* at the beginning of the story (***She-Who-Is-Alone***).
- How did that name describe how her community viewed her?
- Have the students recall the name the girl received at the end of the story (***One-Who-Dearly-Loved-Her-People***).
- Why did the people change her name?
- Ask the students to think about themselves. What do they do that is of value to the community?
- Tell the students to think of a name for themselves that would describe their contribution to the community or family. The name must start with "*He-Who...*" or "*She-Who...*" Give examples if necessary:
He-Who-Picks-Up-Papers, She-Who-Helps-With-Math.
- Tell the students to write three sentences to explain why they chose their new name. Students should use examples of helping activities in explaining why.

Assessment:

- Teacher observation of student participation.
- Student has written three sentences that support their name choice. They have included at least one example of an activity which supports their answer.

Bibliographical References:

De Paola, Tomie. *The Legend of the Bluebonnet*. New York: Scholastic, Inc., 1983.

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Philanthropy Theme Framework:

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PHIL II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 4. Describe the characteristics of someone who helps the class with their work.

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